DOCUMENT RESUME

ED 140 556 EC 101 169

AUTHOR Clelland, Richard
TITLE Comprehensive System of Personnel Development and the Implementation of P. L. 94-142: Issues and Problems.
PUB DATE Mar 77
NOTE 74p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (32nd, Houston, Texas, March 19-23, 1977)

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS Conceptual Schemes; Consultants; *Curriculum Planning; Curriculum Problems; Early Childhood Education; Educable Mentally Handicapped; Educational Accountability; Elementary Secondary Education; Exceptional Child Education; *Federal Legislation; *Handicapped Children; *Individualized Instruction; Models; *Personnel Needs; *Professional Personnel; Program Planning; Special Education Teachers
IDENTIFIERS *Education for All Handicapped Children Act

ABSTRACT

Intended for those concerned with curriculum development, the document presents a general change model for the development of individualized education programs (IEP) for handicapped students, to implement the IEP component of Public Law 94-142, the Education for All Handicapped Children Act of 1975. The Model outlines several stages in each of the following six phases of IEP implementation: (1) planning for implementation, (2) readiness, (3) pilot testing (experimentation with limited-scale operations), (4) IEP management (full-scale operation), (5) followup, and (6) institutionalization. Details of problems, organizational structure and operation, and personnel development are covered for the first three stages of the second phase--readiness--including awareness and identification, expansion of knowledge base, and design of development strategies. Also provided are sections listing competencies for special education curriculum consultants, special education supervisors, and teachers of the secondary level educable mentally retarded. (IM)

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COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT AND THE IMPLEMENTATION OF P.L. 94-142: ISSUES AND PROBLEMS

PAPER PRESENTED AT
1977 ANNUAL CONFERENCE
OF
THE ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT
MARCH 19-23, 1977

RICHARD CLELLAND

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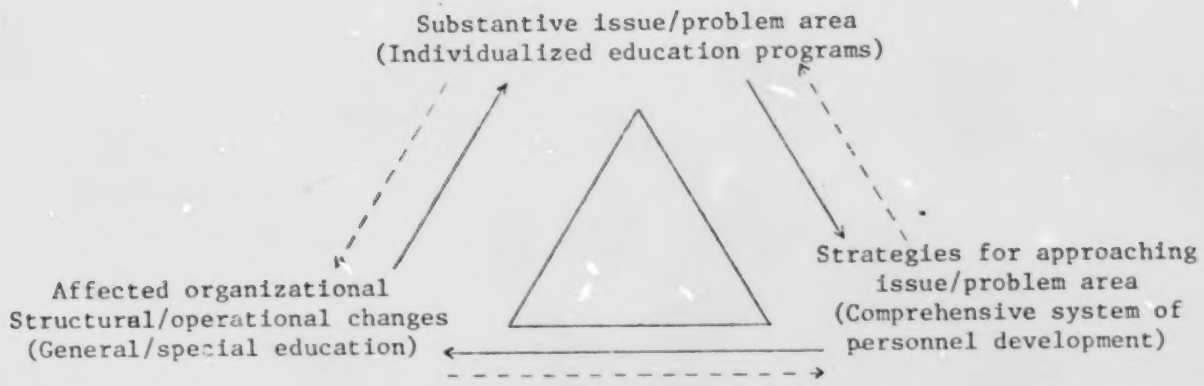
CONCEPTUAL FRAMEWORK



Substantive issue/problem area

1. How to implement the IEP component of P.L. 94-142 so that: (a) the LEA is in compliance with Federal and State statutory and regulatory requirements, and (b) the IEP is an efficient and effective educational practice.

2. What strategies should be employed in implementing the IEP and what responsibilities and functions should the LEA's comprehensive system of personnel development have in terms of these strategies?

3. How will the substantive issue/problem area of the individualized education program and strategies for approaching issue/problem area affect the LEA's organizational structure and operation?

Basic assumptions

1. That the successful implementation of the IEP will require planning strategies and that these strategies will affect LEA organizational structure and operation.

2. That changes in LEA organizational structure and operation may have an impact on the substantive issue/problem area of the IEP.

3. That modification in the IEP concept may affect LEA organizational structure and operations.

4. That LEA organizational structure and operations may change the strategies for approaching the issue/problem area of IEP.

Basic facts

1. An individualized education program is a "written statement for each handicapped child developed in any meeting by a representative of the local educational agency or an intermediate educational unit who shall be qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of handicapped children, the teacher, the parents or guardian of such child, and, whenever appropriate, such child, which statement shall include (a) a statement of the present levels of educational performance of such child, (b) a statement of annual goals, including short-term instructional objectives, (c) a statement of the specific educational services to such child, and the extent to which such child will be able to participate in regular educational programs, (d) the projected date for initiation and anticipated duration of such services, and (e) appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether instructional objectives are being achieved" (P.L. 94-142, p. 4).

2. A comprehensive system of personnel development encompasses "programs and procedures for (a) the development and implementation of a comprehensive system of personnel development which shall include the inservice training of general and special educational instructional and support personnel, detailed procedures to assure that all personnel necessary to carry out the purposes of this Act are appropriately and adequately prepared and trained, and effective procedures for acquiring and disseminating to teachers and administrators of programs for handicapped children significant information derived from educational research, demonstration, and similar projects, and (b) adopting, where appropriate, promising educational practices and materials developed through such projects" (P.L. 94-142, p. 10).

GENERAL CHANGE MODEL FOR IEP IMPLEMENTATION*

Phase I: Planning for implementation

- Stage 1. Defining and delineating issue/problem area
- Stage 2. Setting goals and objectives
- Stage 3. Scanning and forecasting
- Stage 4. Converting and coordinating
- Stage 5. Influencing
- Stage 6. Follow-up

> IEP model developed which includes:
> a. Specific plan for implementation
> b. Employ comprehensive system of personnel development in implementation plan

Phase II: Readiness

- Stage 1. Awareness and identification
- Stage 2. Expansion of knowledge base
- Stage 3. Design of development strategies
- Stage 4. Acquisition of commitments and resources
- Stage 5. Staff training and recruitment

Phase III: Pilot testing (experimentation with limited-scale operations)

- Stage 1. Selection of IEP process components to be tested
- Stage 2. Test bed selection
- Stage 3. Trail period for field tests
- Stage 4. Evaluation of field tests
- Stage 5. Redesign of IEP process components

Phase IV: IEP management (full-scale operations)

- Stage 1. Pre-startup
- Stage 2. Full-scale operations
- Stage 3. Monitoring operations

Phase V: Follow-up

- Stage 1. Interpretation of data from monitoring
- Stage 2. Corrective action programs
- Stage 3. Appraisal of full-scale operation

Phase VI: Institutionalization

- Stage 1. Refinement of skills and operations
- Stage 2. Incorporation of IEP into standard operating procedures

* Adapted from Steve Knezevich's "Summary of the General Change Model" in Management by Objectives and Results. Arlington, Va.: American Association of School Administrators, 1973.

PHASE II: Readiness
STAGE 1: Awareness and identification

IEP	ORGANIZATIONAL STRUCTURE/OPERATION	PERSONNEL DEVELOPMENT
Identification of forces	Identification of forces	Identification of forces
Federal laws and regulations State laws and regulations Local policy	General and special education's commitment to modify current practices	Personnel development aware of Federal laws and regulations, State laws and regulations, local policy, and LEA internal commitment to modify current practices.
Parent/advocate groups	General and special education aware of parent/advocate groups and their possible impact of structure and operation of LEA.	Personnel development aware of parent/advocate groups and their possible impact on structure and operation of LEA, and impact on structure and operation of comprehensive system of personnel development.
Court decisions and opinions	General and special education aware of local and national trends in court decisions and opinions and their possible impact on LEA organizational structure and operation.	Personnel development aware of local and national trends in court decisions and opinions and their possible impact on LEA, and impact on structure and operation of comprehensive system of personnel development.
Formal/informal power structure	General and special education aware of the formal/informal community and educational power structure and their possible response to Federal laws and regulations, State laws and regulations, local policy and court decisions.	Personnel development aware of formal/informal community and educational power structure and their possible response to Federal laws and regulations, State laws and regulations, local policy and court decisions, and what impact this response may have on comprehensive system of personnel development.
Demographic patterns Geographic problems	General and special education aware of demographic patterns and geographic problems and their impact on the delivery of services.	Personnel development aware of general and special education's knowledge of and planning for demographic patterns and geographic problems. Personnel development also aware of demographic patterns and geographic problems relative to the delivery of personnel development services.

PHASE II: Readiness
STAGE 1: Awareness and identification

IEP	ORGANIZATIONAL STRUCTURE/OPERATION	PERSONNEL DEVELOPMENT
Professional associations/ unions	General and special education aware of the attitude of professional associations/ unions relative to the implementation of P.L. 94-142 in general, and IEP in particular, and what impact these organizations may have on successful implementation.	Personnel development aware of the attitude of professional associations/unions relative to the implementation of P.L. 94-142 in general, and IEP in particular, and what impact these organizations may have on the LEA's plan for implementation. Also, personnel development aware of possible impact these organizations may have on the delivery of personnel development services.
Identification of client groups	Identification of client groups	Identification of client groups
General and special education personnel necessary to implement IEP component of P.L. 94-142.	IEP meeting participants: Administrators Referring/receiving teachers Parents	Personnel development aware of role and responsibilities of administrators, referring/ receiving teachers, and parents in the identification, assessment, placement, and evaluation of handicapped children.
	Consultant/supportive personnel from general and special education: Psychologists Educational diagnosticans Speech pathologists Physical therapists Occupational therapists Audiologists School nurses Social workers Guidance counselors Curriculum specialists Methods and materials specialists Physicans Ophthalomologist/optometrists Vocational rehabilitation counselors Other consultants	Personnel development aware of role and responsibilities of consultant and supportive personnel in the identification, assessment, placement, evaluation of handicapped children.

PHASE II: Readiness
STAGE 1: Awareness and identification

IEP	ORGANIZATIONAL STRUCTURE/OPERATION	PERSONNEL DEVELOPMENT
	LEA program development: General education administrators Special education administrators Professional associations/unions	Personnel development aware of role and responsibilities of general and special education administrators in LEA program development. Personnel development aware of role and and responsibilities of professional associations/unions have in implementing P.L. 94-142 in general, and IEP in particular.
Sensing client responses to forces	Sensing client responses to forces	Sensing client responses to forces
IEP information dissemination	General and special education's awareness of LEA application requirements for IEP and personnel development components of P.L. 94-142 Public hearings/hearing analysis. Statements in the press. Interviews/group input sessions. Professional groups policy papers and publications. Parent/advocate groups policy papers and publications.	Personnel development aware of and participated in: Workshops and training sessions relative to P.L. 94-142 requirements for IEP and personnel development. Public hearings/hearing analysis. Statements in the press. Interviews/group input sessions. Professional groups policy papers and publications. Parent/advocate groups policy papers and publications.
Analysis of client responses	Analysis of client responses	Analysis of client responses
Quality and quantity of IEP information	General and special education awareness of validity of responses in terms of information/misinformation.	Personnel development awareness of validity of information/misinformation coming from general and special education.

PHASE II: Readiness
STAGE 1: Awareness and identification

IEP	ORGANIZATIONAL STRUCTURE/OPERATION	PERSONNEL DEVELOPMENT
	Reliability of information	Reliability of information
	Political/educational dimensions	Political/education dimensions
Inventory of available resources	Inventory of available resources	Inventory of available resources
General and special educations resources necessary for IEP implementation	General and special educations awareness of available resources including:	Personnel development awareness of available resources including:
	Fiscal - P.L. 94-142 Part B funds, local and State funds, foundations, Federal categorical funds (Title I, IV, Voc. Ed.)	Fiscal - P.L. 94-142 Part B funds that can be employed for personnel development; local and State funds for personnel development, Federal categorical funds (Title I, IV, Voc. Ed.)
	Human - staff, consultants, colleges and universities.	Human - staff, consultants, colleges and university personnel employed in previous workshops and training sessions.
	Current budget for direct/supportive services and modifying existing budget.	Current budget for personnel development and capability of modifying existing budget.
	Utilizing any 'discretionary' funds.	Utilizing any 'discretionary' funds.
		Inventory of conceptual expertise: legal interpretation, instruction and curriculum practices and individual/system programming.
Materials	Materials	Materials
General and special education training materials necessary for implementing the IEP component of P.L. 94-142.	General and special education awareness of and utilization of:	Personnel developments awareness of and utilization of:
	Current IEP models	Current IEP models

PHASE II: Readiness
STAGE 1: Awareness and identification

IEP	ORGANIZATIONAL STRUCTURE/OPERATION	PERSONNEL DEVELOPMENT
	Current research relative to the identification, assessment, placement, evaluation, and total programming of handicapped children. Current research relative to instructional programming, curriculum programming, methods, practices, etc.	Current research relative to the identification, assessment, placement, evaluation, and total programming of handicapped children. Current research relative to instructional programming, curriculum programming, methods, practices, etc.
<u>Facilities</u> General and special educations facilities necessary for IEP implementation.	<u>Facilities</u> Special educations program placement by site and current policy towards program sites.	<u>Facilities</u> Personnel development awareness of general and special educations current policy towards program sites. Inventory of possible sites for in-service training. Knowledge of flexibility in modifying current sites.
<u>Local planning process</u> General and special educations planning process relative to implementing IEP and comprehensive system of personnel development.	<u>Local planning process</u> Is general and special educations response to the changes required by P.L. 94-142: Proactive/reactive Formal/informal planning process Formal/informal decision-making State requirements for planning Federal requirements for planning	<u>Local planning process</u> Is personnel developments response to the changes required by P.L. 94-142: Proactive/reactive Formal/informal planning process Formal/informal decision-making State requirements for planning Federal requirements for planning Is personnel development aware of general and special educations style of change?

PHASE II: Readiness
STAGE 2: Expansion of knowledge base

IEP	ORGANIZATIONAL STRUCTURE/OPERATION	PERSONNEL DEVELOPMENT
Organizational responsibility	Organizational responsibility	Organizational responsibility
General and special educations organizational responsibilities and role in implementing P.L. 94-142 in general, and IEP in particular.	Is there significant participation of advisory boards, teachers associations/ unions, administrators organizations, and parent/advocate groups in planning for implementing for P.L. 94-142 in general, and IEP in particular? What are these groups: Composition Roles Responsibilities Functions Credibility/trust building Parity Available formal/informal linkage system Development of formal/informal linkage system Building representatives Functions of linkage agent Role of linkage agent Specific responsibilities	Is there significant participation by personnel development in planning for the implementation of P.L. 94-142 in general, and IEP in particular? What is personnel developments: Composition Roles Responsibilities Functions Credibility/trust building Parity Available formal/informal linkage system Development of formal/informal linkage system Functions of linkage agent Role of linkage agent Specific responsibilities

PHASE II: Readiness
STAGE 2: Expansion of knowledge base

IEP	ORGANIZATIONAL STRUCTURE/OPERATION	PERSONNEL DEVELOPMENT
Systems Analysis What analysis of the total educational system is necessary for implementing P.L. 94-142 in general, IEP in particular?	Systems Analysis Special educations position in formal/informal hierarchy of LEA. Capability of modifying subsystem as required by P.L. 94-142. If modification is necessary in general and special education, is there leadership for change? Is there a general description of special education programs which includes: Mainstreaming/reverse mainstreaming. Degree of student integration. Partial mainstreaming. Self-contained classrooms. Resource rooms designed for handicapped children. Special resource teachers or other professional personnel on or off the school site. Home/hospital/special center. Complete mainstreaming Random or systematic selection and placement. Full or part-time attendance for handicapped children. Transitional programs	Systems Analysis Personnel development aware of special educations position in formal/informal hierarchy of LEA? Personnel development aware of its own position in formal/informal hierarchy of LEA? Capability of personnel development to modify its own subsystem as required by P.L. 94-142. Is personnel development aware of special education programs including: Mainstreaming/reverse mainstreaming. Degree of student integration. Partial mainstreaming. Self-contained classrooms. Resource rooms designed for handicapped children. Special resource teachers or other professional personnel on or off the school site. Home/hospital/special center. Complete mainstreaming Random or systematic selection and placement. Full or part-time attendance for handicapped children. Transitional programs

PHASE II: Readiness
STAGE 2: Expansion of knowledge base

IEP	ORGANIZATIONAL STRUCTURE/OPERATION	PERSONNEL DEVELOPMENT
	Is appropriate classroom feedback directed to the child as to the appropriateness of his/her responses, reinforcement of learnings, provisions for repetition and overlearning, and concern for helping the child transfer learnings?	Has personnel development conducted workshops or training sessions concerning basic learning theories, with emphasis on behavior modification and operant conditioning?
	Is there a need for realignment of personnel assignments? Hiring new staff as a result of normal turnover, but new staff selected because they are better trained (therefore, more expensive) to work with handicapped children?	Is there a need for realignment of personnel assignments within personnel development?
	What type of curriculum obtained the greatest gains with which kinds of children? In which areas of early development?	Has personnel development conducted workshops or training sessions relative to needs assessment and curriculum development?
	Which children with which kinds of special needs respond best to which kinds of mainstreaming programs?	Has personnel development conducted workshops or training sessions relative to matching children with specific kinds of needs with specific kinds of mainstreaming programs?
	Which kinds of teachers can best deal with which kinds of mainstreaming?	Has personnel development conducted workshops or training sessions relative to matching teacher characteristics with kinds of programs?
	How do parents influence the success of special education programs in general, and mainstreaming programs in particular, and is their influence different in different kinds of mainstreaming approaches?	Has personnel development conducted workshops or training sessions for parents? Have these workshops or training sessions dealt with issues relevant to mainstreaming?
	Which kinds of non-handicapped children do least well in in which kind of mainstreaming situations?	Has personnel development conducted workshops or training sessions relative to the non-mainstreaming of some handicapped children?

PHASE II: Readiness
STAGE 2: Expansion of knowledge base

IEP	ORGANIZATIONAL STRUCTURE/OPERATION	PERSONNEL DEVELOPMENT
	Which are the characteristics of children that attract and repel other children?	Has personnel development conducted workshops or training sessions for analyzing children's attitudes toward handicapping conditions? How teachers can modify negative attitudes?
	Nature of screening and diagnosis conducted.	Has personnel development provided in-service training to upgrade all teachers abilities to screen for and diagnosis for handicapping conditions?
	Recruitment and eligibility.	
	Supportive services provided.	
	Nature and extent of parent participation.	Has personnel development provided workshops or training sessions relative to the utilization of support services?
	Nature of the physical plant, including special modifications and equipment.	Has personnel development conducted workshops relative to modifying physical accommodations?
	Tone of classrooms:	
	Activity levels	Has personnel development conducted workshops or training sessions relative to the classroom environment?
	Noise levels	
	Teacher style with handicapped/nonhandicapped children.	Can in-service training "teach" teaching styles?
	Activities involving handicapped children:	
	Constructive	
	Directionless	
	Individual	
	Group	

PHASE II: Readiness
STAGE 2: Expansion of knowledge base

IEP	ORGANIZATIONAL STRUCTURE/OPERATION	PERSONNEL DEVELOPMENT
	Active	
	Passive	
	Interactions between teachers and children:	Has personnel development conducted workshops or training sessions relative to the small group interaction between teachers and handicapped children?
	Teacher-initiated behaviors toward children.	
	Responses of children to teacher.	
	Child-initiated behaviors toward teacher.	
	Responses of teacher to children.	
	Teachers and administrators perceptions of the limitations and assets of thier own programs and identified changes they feel are needed to correct deficiencies or to strengthen existing elements.	Has personnel development conducted workshops or training sessions relative to allowing for the clarification of perceptions concerning deficiencies or strengths?
	Teachers and administrators philosophies of education and their experiences with handicapped children.	Does personnel development conduct workshops or training sessions to examine philosophies of education? For the handicapped and non-handicapped?
	Interactions between children:	Has personnel development conducted workshops or training sessions to explore observation methods or interaction analysis?
	Handicapped/nonhandicapped	
	Handicapped/handicapped	
	Program design:	
	Is there some articulated guidelines to	

PHASE
STAGE

IEP	ORGANIZATIONAL STRUCTURE/OPERATION	PERSONNEL DEVELOPMENT
	assist in initial selection of handicapped children and in placement of all children?	
	Is the curriculum and scheduling highly structured, yet flexible and individualized?	Has personnel development conducted workshops relative to integrating programmed instructional materials? Inter-package intergration?
	Is there a clear rationale for the programs that provide a framework for classroom operation?	
	Team teaching/cooperation.	Has personnel development conducted workshops or training sessions relative to team teaching, interdisciplinary cooperation, small group dynamics?
	Weekly planning and daily review and revision by teachers.	
	Are all the teachers who work with handicapped children highly involved and committed?	
	Are the expectations for student performance realistic yet maintained at a high level?	
	Are there home visits by the teaching staff and active involvement by parents?	Has personnel development conducted workshops or training sessions relative to examining scheduling problems, allocation of time, lesson planning, etc.?
	Heavy use of language in the classroom	
	A mode of operation which includes daily allotments of time for continuous inservice training, curriculum development, daily planning and critiquing of instruction, a high adult-child ratio, and supervision.	Has personnel development conducted workshops relative to fostering the development of cognition, language, motivation, self-concept, social skills, motor skills, and information processing?
	A curriculum for children which attends to individual needs and fosters the development of cognition, language, motivation, self-concept, social skills, motor skills, and information processing.	

PHASE
STAGE

IEP	ORGANIZATIONAL STRUCTURE/OPERATION	PERSONNEL DEVELOPMENT
	How does the self-concept of children with various special needs evolve?	
	When do children become aware of their differences and/or deficiencies?	
	Their attributes?	
	Do the answers vary greatly from child to child or condition to condition and how does a teacher cope with these variations?	
	Does popularity (i.e., number of friends) mean as much to a handicapped child as a non-handicapped child?	
	What is the long-range effect of integration on the attitudes of non-handicapped children toward handicapped children?	Has personnel development conducted workshops or training sessions relative to multicultural/multiethnic understanding? Can these workshops be adpated to include the handicapped?
	When a child is truly unique in the integrated classroom (i.e., either the only child, or the only child with a particular handicap), does he feel a sense of isolation and a loss of self-esteem? Under what circumstances? What can teachers and peers do to alleviate the child's feelings?	
	Will the normal child model his behavior on inappropriate behavior displayed by handicapped children? Or will the handicapped child model his behavior on inappropriate behavior displayed by the nonhandicapped child?	Has personnel development conducted workshops or taining sessions for teahers, supportive personnel, and administrators relative to basic behavioral principles?
	Do handicapped children feel too much pressure when confronted constantly by children so much more able than they?	

PHASE II: Readiness
STAGE 2: Expansion of knowledge base

IEP	ORGANIZATIONAL STRUCTURE/OPERATION	PERSONNEL DEVELOPMENT
	Teachers: Teachers who are: Warmly authoritative. Committed to the program. Willing to spend time in careful planning of the curriculum and review of the progress of the children. Accepting of the concept of mainstreaming. Attitudes of less experienced teachers towards the handicapped as opposed to more experienced teachers attitudes towards the handicapped. How do teachers attitudes vary according to to disability or handicapping condition? Do teachers utilize supportive and resource services when dealing with handicapped childre? The ability to objectively observe handicapped children. An orientation towards all handicapped children development that emphasizes the child's ability to learn. The ability to translate abstract concepts into concrete operations. An orientation toward personal growth, her/his own as well as that of her/his pupils. Teachers who stimulate and promote a	

PHASE II: Readiness
STAGE 2: Expansion of knowledge base

IEP	ORGANIZATIONAL STRUCTURE/OPERATION	PERSONNEL DEVELOPMENT
	healthy self-concept in all children. Teachers who stimulate and promote positive, cooperative interaction between handicapped and nonhandicapped children. Facilities: Physical facilities appropriate for the special needs of children being served. Appropriate materials that are available according to the special needs of each child. Accessibility of classroom to entrance. Placement of furniture. Accessibility and safety of equipment. Transportation. Provision and space for special equipment (wheelchairs, ramps, etc.). Allowances for small-group and one-to-one work. Provision and space for behavior modification. Supportive Services: A supervisory staff to provide guidance and direction for the other staff members on the focus of the curriculum, making necessary changes in scheduling, teacher or student assignment. The supervisory role also seems to be instrumental in maintaining a positive atmosphere, high expectations for the children and in resolving staff discord, should it develop.	

HASE II: Readiness
TAGE 2: Expansion of knowledge base

IEP	ORGANIZATIONAL STRUCTURE/OPERATION	PERSONNEL DEVELOPMENT
	Supportive services that are available to all children who require them (physical therapy, speech and hearing therapy, etc.).	
	Goals: Is there a clear set of principles and goals, preferably with a theoretical framework, to provide structure and general direction for program implementation and maintenance as well as to aid in evaluating the program and in making needed changes?	
	The explicitness of the goals in terms of performance expected of the children.	
	The degree to which the method disigned to achieve these goals with children is congruent with principles of child development, has been empirically tested, and is appropriate to the particular children involved.	
	The relative amount of time spent on the goal and the fidelity with which the methods are implemented.	
	The degree to which the test performance required to demonstrate effects is similar to the activity during training.	

PHASE II: Readiness
STAGE 2: Expansion of knowledge base

IEP	ORGANIZATIONAL STRUCTURE/OPERATION	PERSONNEL DEVELOPMENT
Needs assessment - student The identification, assessment, placement, and evaluation of handicapped children in special education classes must be made on their unique needs.	Needs assessment - student Is analysis of student needs based on: Target population? Characteristics in relation to a theoretical model of learning? Categorical/non-categorical? Behaviorally/developmentally? Mandated by statute, regulations, or court order? Deficit analysis? Be determining occupational/daily living demands made by society? To what degree does special education programs focus on the special and unique needs of children, and what special remdedial techniques are employed? Ability and attitude of the teacher. Is a "research-service model" (e.g., precision teaching, prescriptive teaching model) that permits a teacher to collect data that provides precise ongoing evaluation of the overall program and of the progress of each child as well as his/her own teaching? Does this "research-service model" provide that: Each component of the program be broken down into small and easily manageable units of instruction?	Needs assessment - student Is personnel development aware of general and special educations analysis of student needs? What expertise exists within LEA in general, and personnel development in particular, in examining various needs assessment approaches? Which approaches have been emphasized in previous workshops and training sessions? What products were produced at these workshops or training sessions?

PHASE II: Readiness
STAGE 2: Expansion of knowledge base

IEP	ORGANIZATIONAL STRUCTURE/OPERATION	PERSONNEL DEVELOPMENT
	Each unit contains detailed teaching procedures for attaining clearly defined learning objectives? Each dimension of the child's academic and social developmental level is assessed and continually reassessed by a combination of techniques?	

PHASE II: Readiness
STAGE 2: Expansion of knowledge base

IEP	ORGANIZATIONAL STRUCTURE/OPERATION	PERSONNEL DEVELOPMENT
Analysis of available resources - student	Analysis of available resources - student	Analysis of available resources - student
	In analyzing available resources, does general and special education:	Is personnel development aware of general and special educations analysis of available resources?
	Search existing literature?	Is this information shared within personnel development?
	Survey schools and personnel involved with the target population?	
	Communicates with theoreticans/ researchers?	
	Communicates with professional associations/ unions?	
	Communicates with parent/advocate groups?	
	Experiment/research with curriculum materials, instructional practices, existing IEP models, and incorporate findings into total LEA operations?	If experimentation/research is conducted in LEA, is personnel development involved with it; has the findings of such research been employed in previous workshops and training sessions?
		Is experimentation/research or training in curriculum/instructional practices a priority of personnel development?
Needs assessment - organizational	Needs assessment - organizational	Needs assessment - organizational
	Who is involved in the decision-making process within general and special education relative to change?	Is personnel development aware of, and participate in, the decision-making process within general and special education?
	What leadership needs are necessary for general and special education to implement P.L. 94-142 in general, and IEP in particular?	Is personnel development aware of the leadership needs not only in general and special education, but also in personnel development to successfully implement P.L. 94-142 in general and IEP in particular?

HASE II: Readiness
TAGE 2: Expansion

IEP	ORGANIZATIONAL STRUCTURE/OPERATION	PERSONNEL DEVELOPMENT
	What are the political problems involved in implementing P.L. 94-142 in general, and IEP in particular?	Is personnel development aware of the political problems involved in implementing P.L. 94-142 in general, and IEP in particular?
	What social/cultural problems are involved in implementing P.L. 94-142 in general, and IEP in particular?	Is personnel development aware of the social/cultural problems involved in implementing P.L. 94-142 in general, and IEP in particular?
	What organizational process needs exist in terms of: Planning Determining unit responsibilities, performance indicators, and standards consistent with organizational and division objectives for implementing IEP. Setting and assessing feasibility of each operational objective for the unit. Generating and selecting (feasible) strategies for each operational objective. Formulating work plan and related work tasks to implement the strategy for each operational objective. Designing and implementing a results management approach including a monitoring system to ensure achievement of each operation. Executing outcomes and performance appraisal against predetermined unit objective and strategies (to be completed at the end of a stated period).	Is personnel development not only aware of general and special educations organizational needs in terms of the following areas, but its own needs: Planning Determine unit responsibilities, perform-indicators, and standards consistent with organizational and division objectives for implementing IEP? Setting and assessing feasibility of each operational bjective for the unit? Generating and selecting (feasible) strategies for each operational objective? Formulating work plan and related work tasks to implement the strategy for each operational objective? Designing and implementing a results management approach including a monitoring system to ensure achievement of each operation? Executing outcomes and performance appraisal against predetermined unit objective and strategies (to be completed at the end of a stated period)?

HASE II: Readiness
TAGE 2: Expansion of knowledge base

IEP	ORGANIZATIONAL STRUCTURE/OPERATION	PERSONNEL DEVELOPMENT
	Recycling and refining MBO/R practices.	Recycling and refining MBO/R practices?
	Organizing	Organizing?
	Stimulating	Stimulating?
	Coordinating	Coordinating?
	Appraising	Appraising?
		Is personnel development capable of developing workshops and training sessions to address these organizational needs?
Analysis of available resources - organizational	Analysis of available resources - organizational	Analysis of available resources - organizational
	Relative to resources for implementing P.L. 94-142 in general, and IEP in particular, is general and special education aware of:	Relative to resources for implementing P.L. 94-142 in general, and IEP in particular, is personnel development aware of:
	Availability of human and material inputs?	Availability of human and material inputs for general/special education and personnel development?
	Market demands?	Market demands?
	Local competition from private schools with regard to the number/size of competitors and their strategies/tactics of competition?	Local competition from private schools with regard to the number/size of competitors and their strategies/tactics of competition?
	Technical curriculum/instructional knowledge?	Technical curriculum/instructional knowledge?
	Managerial techniques?	Managerial techniques?
	Local, State, Federal policies and practices concerning taxation, expenditure allocations, funding sources?	Local, State, Federal policies and practices concerning tasation, expenditure allocations, funding sources?
	Labor union structure and bargaining power?	Labor union structure and bargaining power?

HASE II: Readiness
TAGE 2: Expansion of knowledge base

IEP	ORGANIZATIONAL STRUCTURE/OPERATION	PERSONNEL DEVELOPMENT
	LEA, SEA subsystem competition for funds, personnel, materials, facilities?	LEA, SEA subsystem competition for funds, personnel, materials, facilities?
	Availability of management information system?	Availability of management information system?
	Information center.	Information center.
	Accessing data bases.	Accessing data bases.
	R & D laboratories.	R & D laboratories.
	Catalogs.	Catalogs.
	Commercial materials, vendors.	Commercial materials, vendors.

HASE II: REadiness
TAGE 3: Design of development strategies

IEP	ORGANIZATIONAL STRUCTURE/OPERATION	PERSONNEL DEVELOPMENT
Dimensions of personnel development	Dimensions of personnel development	Dimensions of personnel development
		Design of development strategies for personnel development
		Target populations
		National
		State
		Sub-state/intermediate unit
		District
		Subdistrict
		Goal type
		Program restructuring
		Program modification
		Program/skill development
		Exploratory
		Issues
		Authority
		Needs
		Goverance
		Finance
		Staffing

PHASE II: Readiness
STAGE 3: Design of development strategies

IEP	ORGANIZATIONAL STRUCTURE/OPERATION	PERSONNEL DEVELOPMENT
		Matrix/model analysis of target populations, goal type, and issues. Delivery options: Organizational types Almost independent inservice program. Professional organization inservice program. Independent inservice program. Single unit inservice program. Free partnership inservice program. Free consortium inservice program. Legislative/political inservice program. Functional types Facilitating type inservice program. Advocacy type inservice program. Response type inservice program. Functionally unique inservice program Training sessions/workshops Incentives Credit Salary increment Released time

The following sections contain:

- Competencies for special education curriculum consultants;
- Competencies for special education supervisors;
- Competencies for teachers of the secondary level educable mentally retarded.

These sections were taken from:

. Creamer, John J. and Gilmore, Joseph T. Design for Competence Based Education in Special Education. Syracuse, New York: Syracuse University, Division of Special Education and Rehabilitation, 1974.

COMPETENCIES FOR SPECIAL EDUCATION CURRICULUM CONSULTANTS

The following list of competencies was adapted from the research that Meyen et al (1973) performed as part of their special training project titled, "Prototype Training Program for the Preparation of Curriculum Consultants for Exceptional Children." The statements were generated through literature review, structured interviews, and advisory board reactions. Judgments related to the importance and trainability of the competencies were obtained from 587 field personnel via questionnaire. The complete list of instructional specifications, including objectives is found in the Meyen reference.

The competency statements are those preceded by three digit numbers (e.g., 1.2.3). They are clustered according to major categories and sub-categories which are underlined. Each competency statement should be preceded by the following stem: A special education curriculum consultant should be . . .

1.0 EVALUATE

1.1 *Curriculum*

- 1.1.1 able to provide leadership in designing and implementing an evaluation approach to curriculum development.
- 1.1.2 able to develop formative and summative evaluation procedures applicable to curriculum development efforts.
- 1.1.3 able to interpret evaluation data on curriculum development.

1.2 *Instruction*

- 1.2.1 able to implement various evaluation techniques for assessing teacher effectiveness (e.g., peer evaluation, observational techniques, self-appraisal scales).
- 1.2.2 able to identify leader variables relevant to the assessment of instruction.
- 1.2.3 able to identify the nature of teacher-pupil and pupil-pupil interaction in a classroom.
- 1.2.4 able to assess teacher performance in classroom management.
- 1.2.5 able to select personnel skilled to assume specific roles in the instructional program.

1.3 *Materials and Media*

- 1.3.1 familiar with the variety of instructional materials and media available to teachers of exceptional children.

1.3.2 knowledgeable of those characteristics of instructional materials and media as well as the characteristics of the instructional setting which are relevant to materials and media evaluation.

1.3.3 familiar with the existing knowledge (published and unpublished literature including proposed evaluation models) relative to the evaluation of instructional materials and media.

1.3.4 able to perform effective evaluations of instructional materials and media.

1.4 *Communication Processes*

1.4.1 able to identify formal and informal communication processes relative to the education of exceptional children which are operational within a school system.

1.4.2 able to analyze his own effectiveness in communicating with others regarding his professional role.

1.4.3 able to develop an evaluation model for assessing the effectiveness of existing communication procedures relative to curriculum and instruction for exceptional children in a given school district.

1.5 *Support Systems*

1.5.1 able to provide leadership in needs assessment.

1.5.2 able to evaluate in-service training programs.

1.5.3 able to evaluate special education program's utilization of consultive and service resources.

1.5.4 able to determine the effectiveness with which a school district utilizes parents as a support resource in the education of exceptional children.

1.5.5 able to assess the general administrative support system for exceptional children, i.e., financial, physical facilities, and regulatory.

2.0 **DEVELOP**

2.1 *Curriculum*

2.1.1 knowledgeable of basic principles of curriculum development and instructional theory.

2.1.2 able to infer curriculum design features from a review of curriculum project reports and/or curriculum project products.

2.1.3 able to integrate information on sources of influence on curriculum development activities.

2.1.4 able to formulate specific goals that will be compatible with the general aims of a school district.

2.1.5 able to direct the development of local curriculum documents.

2.1.6 able to serve as a leader in the implementation of curriculum development products.

2.2 *Instruction*

2.2.1 knowledgeable to the current literature on instructional practices for exceptional children.

2.2.2 able to develop instructional programs.

2.2.3 able to develop classroom management techniques.

2.2.4 able to identify and adapt innovative methods and/or materials to programs for exceptional children.

2.3 *Materials and Media*

2.3.1 able to provide direction in the development of teacher-made instructional materials.

2.3.2 able to maximize the use of instructional media by the teaching staff.

2.3.3 able to provide direction in the establishment or revision of a local resource center.

2.4 *Communication Processes*

2.4.1 able to describe the different communication processes relevant to the role of a curriculum consultant in a local school setting.

2.4.2 able to utilize formal communication models (e.g., Berlo's model) to enhance effective interaction with school personnel on curriculum related problems.

2.4.3 able to effectively transmit information through various communication modes (e.g., verbal, written).

2.4.4 able to identify his objective for a presentation situation (i.e., to inform, inspire, persuade, etc.) and employ the most suitable techniques.

2.4.5 able to identify and arrange interpersonal situations (i.e., individual conferences, small groups, large group meetings, etc.) which enhance communication.

2.4.6 able to design communication procedures applicable to the role of a curriculum consultant in a local school situation.

2.5 *Support Systems*

2.5.1 able to develop a comprehensive and systematic in-service training program.

2.5.2 able to design classroom settings conducive to good teaching-learning conditions.

2.5.3 able to develop procedures which facilitate the acquisition of needed instructional materials.

2.5.4 able to assist teachers in obtaining needed consultative services.

3.0 **TRAIN**

3.1 *Instruction*

3.1.1 able to design and organize instructional activities aimed at the development of specific skills requisite to various educational roles.

3.1.2 able to plan a training program relevant to the selection and utilization of instructional methodologies and classroom management techniques with exceptional children.

3.1.3 able to plan training programs concerned with the identification and utilization of data collection techniques and instruments.

3.1.4 able to plan a training program on the management of organizational and supervisory problems encountered in instruction.

3.2 *Materials and Media*

3.2.1 able to train teachers and administrators in the selection and evaluation of instructional materials and media.

3.2.2 able to train teachers and administrators in the development of instructional materials and media.

3.2.3 able to train teachers and administrators in the implementation of instructional materials and media.

3.3 *Communication Processes*

3.3.1 able to instruct teachers in procedures applicable to communicating with parents on curriculum for exceptional children.

3.3.2 able to instruct teachers in techniques of communicating with colleagues about curriculum for exceptional children.

4.0 **ADVISE**

4.1 *Curriculum*

4.1.1 able to function in an advisory role.

4.1.2 able to establish himself as an obvious resource to personnel encountering problems related to curriculum for exceptional children.

4.1.3 able to analyze curriculum related problems and determining the possible consequences of the problems, personnel affected, and personnel having responsibilities for resolving the problem.

4.1.4 able to develop a plan of action for resolving curriculum problems.

4.2 *Instruction*

4.2.1 able to function in an advisement capacity.

4.2.2 able to advise on the availability and use of instructional methodologies and classroom management techniques.

4.2.3 able to advise on the interpretation and use of pupil data.

4.2.4 able to advise on experimentation with instructional approaches and classroom management techniques.

4.3 *Materials and Media*

4.3.1 able to function in an advisory role on matters dealing with materials and media.

4.3.2 able to establish himself as a resource to persons encountering problems related to materials and media.

4.3.3 able to advise administrators, teachers, and other school personnel on the use, production, and evaluation of materials and media.

4.3.4 able to advise school personnel on the role and scope of a local resource center.

4.4 *Communication Processes*

4.4.1 able to function in an advisory role.

4.4.2 able to advise teachers on resolving communication problems with administrators.

4.4.3 able to advise teachers on procedures for resolving communication problems with other teachers.

4.5 *Support Systems*

4.5.1 able to function in the role of an advisor to school administrators, teachers, and community agency personnel.

4.5.2 able to advise administrators and teachers on the availability and use of school sponsored support systems.

4.5.3 able to advise administrators and teachers on the availability and use of community-based support systems.

5.0 **SERVE AS LIAISON**

5.1 *Communication Processes*

5.1.1 able to represent the intent of a group while serving in a liaison capacity.

5.1.2 able to enhance communication among groups by serving in a liaison capacity.

5.2 *Support Systems*

5.2.1 able to represent the intent of a group while serving in a liaison capacity.

5.2.2 able to enhance communication among groups by serving in a liaison capacity.

5.2.3 able to serve in a liaison capacity for groups or agencies

needing support services relevant to curriculum for exceptional children.

SUMMARY: A curriculum consultant is a person who serves as a leader in the development of curriculum; advises and aids in decision-making about curriculum; provides leadership through in-service education; advises administrators on curriculum needs; aids teachers in the use of resources and research; assists teachers with instructional problems; and provides indirect services to children (adapted from Altman *et al*, 1971).

REFERENCES:

Altman, R., Chandler, M.R., Connolly, A.J. and Meyen, E.L. *Interim Report: Competency Research Phase Prototype Training Program for the Preparation of Curriculum Consultants for Exceptional Children.* Washington, D.C.: Division of Training, Bureau of Education for the Handicapped, U.S. Office of Education Project No. 351359 OEG-070-4808 (603), 1971.

Meyen, E.L., Altman, R., Chandler, M.R., Howard, C.L., Demathan, N., and Palmer, K. *Interim Report: Module Specification Phase, Prototype Training Program for the Preparation of Curriculum Consultants for Exceptional Children.* Washington, D.C.: Division of Training, Bureau of Education for the Handicapped, U.S. Office of Education Project No. 351359 OEG-0-70-4804 (603), 1973.

COMPETENCIES FOR TEACHERS OF THE SECONDARY LEVEL EDUCABLE MENTALLY RETARDED

The following list of competencies was generated by Brolin and Thomas (1972) as part of their project to develop a competency-based, pre-service training program for teachers of the secondary level educable mentally retarded at the University of Wisconsin – Stout. Following an extensive literature review, a planning conference was convened to generate and refine a list of competencies. Following this, a survey of 205 teachers and supervisors was performed to determine the relative importance of the competencies and responses to the survey.

The following competencies are organized around specific courses (underlined) that compose the special education portion of the training program. The competency statements complete the declarative stem, "Teachers in training will . . . "

1.0 *Introduction to Education of the EMR*

- 1.1 gain an understanding of the characteristics and problems of various exceptional (excluding the mentally retarded) students found in school programs: gifted, emotionally disturbed, learning disabled, speech, visually, and hearing impaired, cerebral palsied, and epileptic. They will also learn about evaluation criteria, resources, and educational provisions for these students.
- 1.2 gain basic knowledge about mental retardation.
- 1.3 gain an understanding of the current and historical educational philosophy and programming for the retarded, with an emphasis on secondary level EMR.

2.0 *Psychology of the Exceptional Child*

- 2.1 gain in-depth understanding of how to guide the learning and development of children who deviate from the normal – the mentally retarded, gifted, socially and emotionally disturbed, and those with visual, speech, and or orthopedic problems. They will learn about the psychological components of exceptionalities, their characteristics and problems, and the resources available for them.

3.0 *Mental Retardation*

- 3.1 gain an understanding of the basis of mental retardation. This will include the most common definitions, classification systems, and prevalence statistics as well as causes, types, and characteristics of retardation and techniques for working with the retarded.
- 3.2 learn about the problems and feelings of parents of the retarded. They

will study methods of reducing parental anxiety by helping them understand the children's limits, of easing parental guilt feelings, and of showing parents how to help children develop independence and confidence. The course will discuss parental IQ and cultural levels, parent organizations, and the influence of the family on the mentally retarded child's development.

3.3 be aware of evaluation methods for the retarded, including psychological tests, observation, and vocational components. The course will discuss how to apply principles of learning theory and research to evaluation.

3.4 learn about historical and current methods of treating and educating the retarded, including contributions from fields other than education.

4.0 *Issues in Special Education*

4.1 gain an understanding of current and innovative issues and trends in education of the retarded. This will include study of the efficiency of various teaching approaches, goals of trainable mentally retarded classes, and the achievement level of adult retarded persons. The course will also focus on cultural-familial retardation, institutionalized and non-institutionalized retarded persons, integration versus segregation, and the efficiency of counseling and psychotherapy with the mentally retarded.

5.0 *Curriculum and Methods in Teaching Secondary EMR*

5.1 learn about methods and design of curriculum for the EMR, including how to integrate scope and sequence and how to apply personal learning theory to teaching methods. The focus will be on a curriculum based on (a) the learner's developmental level and learning characteristics and (b) student needs. Pertinent curriculum guides will be used.

5.2 learn how to organize and operate a relevant high school program for the retarded. They will study various types of program approaches, including work-study, unit, prescriptive, resource, and new and unique ones.

5.3 learn about the materials, equipment, and methods needed to implement the curriculum, i.e., to teach vocational, motor, recreation, social studies, math, communication, and activities of daily living skills.

6.0 *Student Teaching, Secondary EMR*

6.1 demonstrate their ability to teach secondary EMR through directed teaching and community experiences in selected off-campus schools. They will design a program that meets student needs, prepare materials, deliver and evaluate an individualized, vocationally-oriented program, use other personnel, and assist parents.

7.0 *Professional Teacher Education*

8.0 *Abnormal Psychology*

8.1 learn about the more serious mental disturbances. Emphasis will be

placed on the growing importance of mental disorders and their early detection and referral. The course will focus on how to correlate types of maladaptive behavior, etiology, and therapy with the social, emotional, and intellectual functioning of the student.

9.0 *Audio-Visual Communications*

9.1 be able to select and utilize appropriate media to assist in classroom communication. Media include: lettering, overhead projection and transparencies, flat and projected pictures, opaque projection, symbolic representation, educational films and television, and auditory aids.

9.2 be able to design and produce selected audio-visual materials – transparencies, mounted pictures, charts, graphs, posters, and film and magnetic tape splices – for classroom use.

9.3 learn to identify, through the application of learning theory, the role of audio-visual materials in classroom communication.

9.4 demonstrate in the self-instruction laboratory their ability to operate selected audio-visual equipment, including the combination and carousel type 2" x 2" slide and filmstrip projectors, the 16 mm motion picture projector, and the magnetic tape recorder.

10.0 *Preparation of Audio-Visual Materials*

10.1 taught to design instructional materials to fit specific teaching objectives. This will include (a) creating non-projected, projected, three-dimensional, and reading materials; (b) producing non-photographic transparencies; (c) preparing audio materials; and (d) developing and cataloging a community resource and vertical resource file.

10.2 be able to evaluate the appropriateness and effectiveness of locally-prepared instructional materials for classroom use.

11.0 *Community Resources*

11.1 learn how to involve community agencies in the education and rehabilitation of students. The agencies include: state rehabilitation agencies, sheltered workshops, mental health clinics, halfway houses, day care centers, social services, and employment services.

12.0 *Rehabilitation Practicum*

12.1 learn – through practical working experience in different agencies – the organization and operation of rehabilitation and related agencies. This will include information on the agencies' roles in the rehabilitation process, problems in serving handicapped persons adequately, and problems and needs of handicapped persons served by the agencies.

12.2 translate their clinical experiences into clear, and grammatically-correct written reports and observations.

12.3 demonstrate their ability to relate to handicapped persons and professional workers in a positive, helping manner through the practical experience.

12.4 establish a treatment training plan for one or more clients, carry it out, and evaluate the results.

13.0 *Rehabilitation Methods I: Evaluation*

13.1 gain an understanding of the theories, issues, problems, models, and processes of vocational evaluation.

13.2 taught to administer vocational evaluation tests, including work samples and formal evaluation devices. They will study how to evaluate vocational interest, achievement, aptitude and performance, work tolerance and time factors, and social, perceptual, and specific work skills.

13.3 be able to create meaningful rehabilitation plans. Included will be skills in interpreting evaluation results, using realistic occupational goals, using other professional disciplines for guidance and resources, and writing clear and accurate vocational evaluation reports and assessment profiles.

14.0 *Rehabilitation Methods II: Adjustment*

14.1 understand the work habits, values, attitudes, interests, and personal relations necessary for successful employment of the handicapped.

14.2 be able to provide vocational information, guidance, and counseling to their students. The focus will be on helping the student choose the correct job and on personal qualifications and job requirements, salary, and worker rights.

14.3 be able to utilize the major techniques of work adjustment and design an individualized program to meet the rehabilitation needs of each student. This includes the use of adaptive procedures (jigs) and other unique techniques (e.g., behavior modification, counseling, work activities) in the adjustment process.

14.4 be able to provide meaningful community job tryouts. This will include maintaining pupil files, selecting appropriate sites for individual students, following-up students at job stations, and expediting work permits. The teachers-in-training will learn how to maintain employer files, be aware of job possibilities, help the employer establish a reporting system, and the state standard on health and safety precautions, insurance, liability, work permits, minimum wage, and labor laws will also be included.

14.5 have the knowledge necessary to locate appropriate jobs for mentally retarded students. This will include determining (a) the jobs available in the community, (b) job characteristics, (c) United States employment trends, (d) human characteristics necessary for specific jobs, and (e) working conditions in a job setting.

15.0 *Family Living (EMR)*

15.1 understand the role, function, and structure of the family in contemporary life, including the relationship between the family and society and the family and the individual.

15.2 study premarital and marital relationships as a basis for family effectiveness. This includes (a) understanding childhood, adolescent, and premarital heterosexual experiences, (b) understanding self and (c) maintaining meaningful and terminating unsatisfactory relationships.

15.3 will understand the components of effective family living: setting goals, and making the decisions, choosing life styles, managing available resources, expanding and controlling family size, providing for needs of children and adults, and ensuring the safety and health of all family members.

16.0 *Food Management*

16.1 be able to plan proper meals and snacks by studying general nutritional needs and specific nutritional needs as related to health, occupation, age, and activity.

16.2 study food purchase to implement menus. This will include information on selecting food, comparing prices, determining quantity and quality of food, knowing terminology in food buying, and packaging and labeling.

16.3 be able to care for and store foods to avoid spoilage and food poisoning and understand the basic rules of kitchen sanitation.

16.4 know how to work safely in the kitchen, including the proper use and care of knives and other equipment and the proper use of stoves.

16.5 be able to apply principles of food preparation to specific food and subsequently to meal preparation.

16.6 be able to prepare and serve meals. This will include study of types of meals, combining foods to form meals, and table settings.

17.0 *Basic Apparel*

17.1 be able to purchase appropriate clothing, using techniques and information available to retarded youth. The course will deal with clothing function, coordination, labeling, fabric and fiber, construction, color, style, texture, line, design and fit.

17.2 be able to clean and press wearing apparel, using techniques and information available to retarded youth. This will include sorting, washing, and machine drying, storing, removing spots, and polishing and waterproofing shoes.

17.3 study different methods of storing clothing, using techniques and information available to retarded youth.

17.4 study hand and machine clothing repair, using techniques and information available to retarded youth.

17.5 study aspects of good grooming, including body care and make-up.

17.6 construct a garment or other textile project (such as miniature drape, wall hanging, weaving).

17.7 be able to work with adolescent EMR in an educational setting.

18.0 *Housekeeping Skills for the EMR*

18.1 be able to handle family finances, using techniques and information available to the EMR. This will include understanding the need for money, understanding ways to acquire money, determining use and value of simple financial records, knowing procedure of obtaining and using bank and credit facilities, and planning for wise expenditures.

18.2 learn how to properly care for a home, its furnishings and equipment, using techniques and information of value to the EMR.

18.3 study the housekeeping jobs available to the EMR and how to identify the skills necessary for each job.

19.0 *Processes*

19.1 be able to provide instruction about and training for occupations related to the area of industrial processes generated by the basics of growing, extracting, conditioning, and combining.

19.2 develop a proficiency in using tools and equipment in the processing area as evidenced by their operation of these tools and equipment in the laboratory situation.

19.3 be able to provide guidance in forming attitudes and behavior regarding vocational safety.

19.4 be able to provide instruction in the operation of assembly line processing, including types, functional areas, and interrelationships of areas.

20.0 *Industrial Crafts*

20.1 develop a proficiency in the use of tools, equipment, materials (fiber, metal, wood), and processes contained in the area of industrial crafts.

20.2 be able to provide instruction about and training for craft-related occupations, such as self-employed workshops, craft outlet stores, craft material distributors, and craft objects and supplies manufacture.

21.0 *Introduction to Graphic Arts*

21.1 develop a proficiency in the use of several techniques and methods currently being practiced in the graphic arts field. Study will include illustrating concepts of layout and design, producing selected raw materials, and solving problems related to type composition, photo-conversion, image carrier and image transfer devices, and finishing and binding.

22.0 *General Motor Mechanics*

22.1 be able to provide instruction about and training for automotive related occupations, including producting, servicing, adjusting, and repairing fuel systems, ignition systems, ride control, and chassis units.

22.2 develop a proficiency in the use of tools and equipment in the automotive area (internal combustion engines and the automotive chassis units) as evidenced by their operation of these tools and equipment in the laboratory situation.

22.3 be able to provide information about problems and responsibilities of auto ownership, e.g., purchase, legal and moral aspects, emergency procedures, safe operation.

23.0 *Physical Education for the Handicapped Student at the Secondary Level*

23.1 understand the physical ramifications of various handicapping conditions found in public school students, such as the mentally retarded, cerebral palsied, and the visually, auditory, and orthopedically impaired.

23.2 have the knowledge necessary to evaluate handicapped high school students' physical capacities in terms of basic movement skills, physical development, perceptual-motor development, and physical fitness.

23.3 study the diversified programs of developmental activities, games, sports, and rhythms suited to the interests, capacities, and limitations of handicapped students and will be able to conduct an adapted physical education program for handicapped students.

REFERENCE:

Brolin, D. and Thomas B. *Preparing Teachers of Secondary Level Educable Mentally Retarded: A New Model.* U.S. Office of Education Project No. OEG-0-70-4818 (603), Menomonie, Wisconsin: Department of Rehabilitation and Manpower Services, University of Wisconsin – Stout, 1972.

COMPETENCIES FOR SPECIAL EDUCATION SUPERVISORS

The following list of critical competencies was generated through the research by Harris and King (1974) as part of their Special Education Supervisor Training Project (SEST) at the University of Texas. In this project, emphasis was placed upon defining the supervisor as one whose primary assignment is to work with teachers and others on instructional matters and to serve as a change agent. The developers chose not to include competencies related to maintenance functions or administrative tasks that do not relate directly to the improvement of student instruction.

A conceptual model was developed for generating the competencies. Within this model, a search of the literature in ten disciplines yielded specific values, skills, and knowledge in three domains. These were (1) problem solving, and (2) human relations that were generic to all leadership positions, and those specific to the (3) instructional supervisor. By combining elements of these three domains, critical competencies of the special education supervisor were generated. These competencies were then logically broken down into categories of major, specific, and basic competencies (which were described in the original reference).

The critical competencies as defined by Harris and King (1974) are as follows:

A. DEVELOPING CURRICULUM: The Process of Improving the Guidelines for Instruction.

A-1 *Setting Instructional Goals*

Given a mandate to clarify major goals of instruction, the supervisor can lead groups of parents, citizens, specialized personnel, teachers, and pupils through a series of discussions, presentations, training sessions, and other experiences to produce a report showing some of the most important instructional goals on which there is agreement.

A-2 *Utilizing Specialized Personnel*

Given a need for the production or adaptation of curricula, the supervisor can prepare a proposal to utilize the expertise of a variety of specialized and professional personnel to develop, review, and/or critique the relevance and applicability of curriculum guidelines for content for pupils with specific needs.

A-3 *Adapting Curricula*

Having secured innovative curricula developed outside the school or district, the supervisor can adapt the curricula to meet the needs of a student

or student group, and make them available to local personnel for use in guiding instructional planning.

A-4 *Designing Instructional Units*

The supervisor can design instructional units which specify performance objectives, instructional sequences, a variety of appropriate teaching/-learning activities, materials, and evaluative procedures.

A-5 *Writing Educational Plans*

Given pertinent diagnostic data on one or more pupils, the supervisor can prepare educational plans for these pupils which specify curricular content and level, appropriate activities and materials, alternative teaching strategies, long and short range learning outcomes, and procedures for evaluating.

B. DEVELOPING LEARNING RESOURCES: The Process of Improving the Availability of Resources for Learning in the School or Community.

B-1 *Producing Learning Materials*

Given learning needs and a curricular design to meet those needs, the supervisor can arrange for the production of the necessary learning materials to complement, fulfill, and/or enhance the aims of a curricula.

B-2 *Securing Learning Resources (non-material)*

Given learning needs and a curricular design to meet those needs, the supervisor can secure, acquire, or arrange for the utilization of the necessary human and/or physical resources to complement, fulfill, and/or enhance the aims of a curriculum.

B-3 *Evaluating the Utilization of Resources*

Given an array of learning resources currently available for use, the supervisor can design and conduct a study to determine the extent and appropriateness of their utilization, and based on the results of that study, can make recommendations for the improved utilization of specific learning resources in specific ways.

B-4 *Evaluating and Selecting Materials*

Given expressed needs for learning materials, the supervisor can develop a set of evaluative criteria and procedures to determine the quality, utility, and availability of learning materials, and can organize and conduct review sessions where teachers and other personnel can apply the criteria to new materials and make recommendations for acquisitions in needed areas.

C. STAFFING FOR INSTRUCTION: The Process of Improving the Recruitment, Selection and Assignment of Personnel for Instructional Improvement.

C-1 Given a new project proposal which specifies budget, general objectives, and operational procedures, the supervisor can describe essential staff positions to be filled, develop job descriptions for each, and specify the competencies required of the individuals who will fill the positions.

C-2 *Interviewing for Selection*

Given a specific position to be filled, the supervisor can develop a series of relevant interview questions, utilize them with an array of applicants to elicit similar information from each, and prepare a summary report which can be used with other data in the final selection decision.

C-3 *Selecting Personnel*

Given staff vacancies and an array of information about a number of applicants, the supervisor can prepare a set of recommendations for selecting specific applicants for the vacant positions who can add balance and diversity to the staff and insure significant improvement in instruction.

C-4 *Defining Roles*

Using specific instruments and procedures, the supervisor can analyze the roles and responsibilities of a staff group, and prepare a set of recommendations for changes in roles, reassignment of personnel, or additions to the staff that will lead to improvement of instruction.

C-5 *Assigning New Personnel*

Given a new staff person recently hired by a district, the supervisor can analyze the composition and needs of staff groups in various schools and programs, and prepare recommendations and justifications for assigning the new staff member, along with reassignment of current personnel, to improve instruction.

C-6 *Allocating Time to Function*

Given various staff positions and personnel functioning in them, the supervisor can design and conduct a time utilization study, analyzing each position with respect to the amount of time spent in each role, and can propose modifications of time distribution among instruction, supervision, general administration, and special pupil services in order to improve instruction.

D. ORGANIZING FOR INSTRUCTION: The Process of Improving Organizational Structure to Facilitate Instruction.

D-1 *Monitoring New Arrangements*

Given the task of implementing a new organizational arrangement, the supervisor can determine reporting procedures, compare actual operations with planned developments, and when necessary, make recommendations to modify operations to bring them into agreement with formulated plans.

D-2 *Revising Existing Structures*

Having determined the strengths and weaknesses of an existing organizational structure, the supervisor can propose carefully reasoned or research supported changes in the structure which may include the alteration of assignments, the use of staff time, required reporting patterns, and/or allocation of resources to improve efficiency, productivity, morale, etc., and in turn, improve the instructional process.

D-3 *Scheduling Services*

Given diagnoses of pupils' needs and an array of staff personnel, the supervisor can propose a set of schedules to distribute services appropriately, to balance staff loads, and to provide that recipients of the services maintain maximum involvement in their school programs.

D-4 *Assimilating Programs*

Given a successful instructional program operating within a district, school or other system, the supervisor can design a plan for the smooth integration of the entire program or selected components thereof, prepare a timetable for the transferring of responsibilities, and assure that the instructional improvement evidenced in the program is continued in the system to which it is transferred.

E. UTILIZING SUPPORTING SERVICES: The Process of Securing and Providing Supporting Services to Students, Parents, and Staff for Instructional Improvement.

E-1 *Analyzing Services and Sources*

Given institutions, agencies and/or other available sources of supporting services, the supervisor can develop a master plan for providing services to students and/or district personnel by determining sources for all needed services, assessing their availability, quality and cost, and specifying any conditions that may influence their utilization.

E-2 *Securing Services*

Given a need for a supporting service(s) not currently being used within a district, the supervisor can secure and arrange for the utilization of the needed service(s) by identifying the possible sources, determining the quality and cost specifications for the particular service(s) and selecting the most appropriate source(s).

E-3 *Evaluation of the Utilization of Services*

Given a plan for providing supporting services within a district, the supervisor can compare that plan with the current operation by utilizing objective data gathered in accordance with previously identified criteria, and, based on the evaluation, can propose recommendations that would increase the effectiveness and quality of the system.

F. PROVIDING INSERVICE EDUCATION: The Process of Improving the Quality of Instructional Practices Within the Staff by Providing Opportunities for Professional Growth.

F-1 *Supervising the Clinical Model*

Given a teacher experiencing difficulties within a classroom, the supervisor can lead the teacher through a clinical cycle using classroom observation data, non-directive feedback techniques, and various inservice and planning experiences in appropriate sequence to produce significantly improved teacher behavior.

F-2 *Planning for Professional Growth*

Given a group of instructional personnel and data concerning various facets of their on-the-job performance, the supervisor can assist them to establish individual professional growth plans which include a specified time period, objectives for change in classroom practices, a schedule of experiences sequenced for continuous stimulation and growth, and criteria specified for terminal and intermediate evaluation.

F-3 *Conducting Training Sessions*

Given a description of a staff group, including specific descriptions of their needs for training, the supervisor can design or adapt and conduct training sessions which employ specific objectives, carefully sequenced learning activities, appropriate material, and personnel and which can be shown to improve the skills of the participants.

F-4 *Utilizing Human Resources*

In the process of implementing an inservice plan, the supervisor can secure the services of a variety of consultants and resource persons, either from within the school system or from outside, and make arrangements for these consultants to contribute their unique expertise to improve staff competence in specific areas.

F-5 *Training Leaders*

Given individuals who have demonstrated both a high level of competence in a specific area and emergent leadership capabilities, the supervisor can train these people to conduct previously planned inservice sessions and to provide followup activities and support for participants that result in the improvement of instructional skills.

G. RELATING TO PUBLIC: The Process of Improving the Quality of Working Relationships Between the School Staff and the Public to Promote Instructional Improvement.

G-1 *Providing Information Programs*

The supervisor can establish, promote and maintain favorable impressions of special education programs among community members by disseminating special education information in the public media, by speaking to public and school groups, by conferring with parents and other interested individuals, and by organizing public relations programs.

G-2 *Involving the Public*

The supervisor can plan ways in which parents and other interested individuals can become productively involved in and trained to assist at various levels of the special education program.

G-3 *Studying Public Opinion*

The supervisor can specify means of formally and informally assessing community opinion and expectations for the current educational program, and can utilize these data for considering, altering, or revising the current program as warranted.